## **ADDITION AND SUBTRACTION**

Year 3	Year 4	Year 5	Year 6
Addition and subtraction (Statutory)	Addition and subtraction (Statutory)	Addition and subtraction (Statutory)	Addition and subtraction
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
<ul> <li>add and subtract numbers mentally, including:         <ul> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and</li> </ul>	<ul> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-</li> </ul>	<ul> <li>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>add and subtract numbers mentally with increasingly large numbers</li> <li>use rounding to check answers to</li> </ul>	<ul> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-</li> </ul>
<ul> <li>subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check</li> </ul>	step problems in contexts, deciding which operations and methods to use and why	calculations and determine, in the context of a problem, levels of accuracy	step problems in contexts, deciding which operations and methods to use and why
<ul> <li>answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul>	Addition and subtraction (Non-statutory) Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency	<ul> <li>solve addition and subtraction multi- step problems in contexts, deciding which operations and methods to use and why</li> <li>Addition and subtraction (Non-statutory)</li> </ul>	• solve problems involving addition and subtraction, use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
Addition and subtraction (Non-statutory)		Pupils practise using the formal written	Addition and subtraction
Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.		subtraction with increasingly large numbers to aid fluency They practise mental calculations with increasingly large numbers to aid fluency	Pupils practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction
Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent			They undertake mental calculations with increasingly large numbers and more complex calculations.

	Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc, but not to a specified number of significant figures.
	Pupils explore the order of operations using brackets; for example, $2 + 1 \ge 3 = 5$ and $(2 + 1) \ge 3 = 9$ .